ACADEMIC MOTIVATION AND ADJUSTMENT OF SECONDARY SCHOOL STUDENTS AS RELATED TO SELF-CONFIDENCE AND CERTAIN DEMOGRAPHIC VARIABLES

A SYNOPSIS

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CHAPTER-I

INTRODUCTION

Education can be considered as the base of all development. Educational system is beneficial for the whole society and nation as well. Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research or simply through auto didacticism (learning by yourself). A man without education is considered like a beast.

Education in its real sense is to humanize humanity and make life progressive, cultured and civilized. The world is using increasingly education as an instrument for all round development. It has been accepted as one of the primary needs of every human being. That is why the Article 26 of the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations Organisation in 1948 in its opening paragraph stated, “Everyone has the right to education.”

For the overall development of any society, state or nation the students who are studying in schools should have positive attitude and must be free from any fear because in future they would have to lead that nation or society. For this students should be harmoniously well developed. They should have strong academic background and must be self-confident and emotionally stable or adjusted. Only then they can make their nation and society prosperous.

I.1 CONCEPT OF ACADEMIC MOTIVATION

Motivation is defined in the Oxford English Dictionary as “a reason or reasons for acting or behaving in a particular way” and “a desire or willingness to do something; enthusiasm”. It can be considered a driving

force; a psychological drive that compels or reinforces an action toward a desired goal. Motivation elicits, controls and sustains certain goal-directed behaviours. Academic motivation is an individual's judgements of his or her capabilities to perform given actions. A child who is academically motivated wants to learn, likes learning related activities and believes school is important. Analysis of the extensive research in this area shows a consistent relationship between motivational factors and achievement and suggests that motivation plays an important role in determining the level of achievement at all stages of academic study. Academic motivation can create confidence in one's ability, along with an increased value of education and desire to learn **(Deci, Vallerand**, **Pelletier and Ryan 1991).**

Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogamy; and the learning of challenging, difficult, and novel task."

I.1.1 FORMS OF ACADEMIC MOTIVATION

a) Intrinsic Motivation, b) Extrinsic Motivation.

Intrinsic Motivation- It is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. it exists within individuals, in another sense it exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task.

Extrinsic Motivation- It is a construct that pertains whenever an activity is done in order to attain some separable outcome. It refers to doing an activity simply for the enjoyment of the activity itself , rather than its instrumental value. For example, a student who does his homework only because he fears

parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions.

I.2 CONCEPT OF ADJUSTMENT

The term adjustment refers to a harmonious relationship between the person and environment. In simple words, adjustment is an all inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behaviour of organism from the lowest species up to man. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

According to Symonds (1964), adjustment can be defined as, " A satisfactory relation of an organism to its environment."

White (1966) defined adjustment in most cases the interaction between individual and environment while maladjustment is the failure of the two.

I.2.1 FORMS OF ADJUSTMENT

a) Home Adjustment, b) Health Adjustment, c) Social Adjustment, d) Emotional Adjustment, e) Educational adjustment.

Home Adjustment- An individual used to live at home with other members of his family. He behaves differently with the different members according to his and members' position in the family. If one is well adjusted in home, most probably he must has been well adjusted socially because the adjustment in different fields of life are related and effective to each other.

Health Adjustment- Health also plays prime role in the development of one's personality. For good health, the good and energetic food is also necessary. Physically healthy person always feels himself well adjusted in society than the unhealthy one.

Social Adjustment- It is generally said that 'man is a social animal'. In reference to this we may say that a person develop his personality in his social environment. He tries to mould himself on according to his society's social values and ideals and to achieve these values and ideal, his activities and behaviours will be same as other members of his society, in which he lives and where his social needs and desires are satisfied and then he feels himself socially adjusted person.

Emotional Adjustment- A balanced personality one which is emotionally adjusted. Every instinct is followed by some emotions and in their way various emotions play an important role in the personality of an individual.

Educational Adjustment- : It is the adaptation of the person to the educational environment.

I.3 CONCEPT OF SELF-CONFIDENCE

Self-confidence is an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self confident people trust their own abilities and knowledge. Self-confidence can vary and be observed in a variety of dimensions. Components of one's social and academic life affect self confidence.

According to Basavanna (1975), "Self confidence refers to an individual's perceived ability to act effectively in a situation to overcome and to get things go all right."

According to Chauhan (1978), "Self confidence is the means by which an individual creates his image and identity."

From the perusal of some of the recent related studies (discussed in chapter-II) it is evident that no study has been conducted to study the academic motivation, adjustment and self-confidence of secondary school students. Hence the following study was selected by the investigator.

I.4 STATEMENT OF THE PROBLEM

ACADEMIC MOTIVATION AND ADJUSTMENT OF SECONDARY SCHOOL STUDENTS AS RELATED TO SELF-CONFIDENCE AND CERTAIN DEMOGRAPHIC VARIABLES

I.5 NEED AND SIGNIFICANCE OF THE STUDY

Academic motivation and Adjustment both play a very crucial role in the process of learning. It is acknowledged by all psychologists, educationists and educators that if the students lack these abilities, their performance and urge to achieve their goals will definitely be hampered.

Higher the academic motivation higher will be the level of academic performances of the students. If we as educators can work towards increasing the academic motivation in students then we can create a solid foundation for success in education. Further, due to lack of adjustment students become easily frustrated. They start believing that they cannot do well in their studies and they develop negative beliefs. They become frustrated and give up their study easily. As we know completion of study is very necessary for the students as well for the nation.

Self-confidence is an attitude which allows individuals to have positive and realistic views of themselves. It affect directly or indirectly students

adjustment behaviour as well academic motivation and further these factors affect students participation at school level. Usually it is seen that those students who are not able to adjust themselves properly in the school or in the classroom become isolates and they do not take part in the curricular and co-curricular activities.

Therefore, investigation of academic motivation and adjustment on the basis of students self-confidence and certain demographic variables is very important in order to provide certain ways and means to improve or promote their academic motivation and adjustment so that they can excel in their studies. That is why, taking into consideration these factors, an attempt will be made by the researcher to study the academic motivation and adjustment of school students.

I.6 OBJECTIVES OF THE STUDY

1) To develop and standardize Academic Motivation Scale for secondary students.

2) To develop and standardize Adjustment Inventory for secondary students.

3) To study and compare intrinsic, extrinsic and overall academic motivation of school students with respect to their:

   a) Gender. b) Locality. c) Self-Confidence.4) To study double and triple interaction effects of:

   a) Gender b) Locality c) Self-confidence

   on the intrinsic, extrinsic and overall academic motivation of students.

5) To study and compare home, health, social, emotional, educational and overall adjustment of school students with respect to their :

   a) Gender. b) Locality. c) Self-confidence.

6) To study double and triple interaction effects of :

a) Gender b) Locality c) Self-confidence

on the home, health, social, emotional, educational and overall adjustment of students.

I.7 HYPOTHESES OF THE STUDY

1) Students will not differ significantly in their intrinsic, extrinsic and overall academic motivation with respect to their :

a) Gender. b) Locality. c) Self-confidence.

2) There will exists no significant interaction in intrinsic, extrinsic and overall academic motivation of students with respect to their :

a) Gender b) Locality c) Self-confidence.

3) Students will not differ significantly in their home, health, social, emotional, educational and overall adjustment with respect to their :

a) Gender. b) Locality. c) Self-confidence.

4) There will exists no significant interaction in home, health, social, emotional, educational and overall adjustment of students w. r .t. :

a) Gender b) Locality c) Self-confidence.

I.8 DELIMITATIONS OF THE STUDY:

The study will be delimited as follows:

1) The study will be restricted to Shimla District of Himachal Pradesh.

2) The study will be restricted to secondary school students of rural and urban areas of Shimla District.

3) The study will be delimited to Gender and Locality of the students.

I.9 OPERATIONAL DEFINITIONS OF THE TERMS

1) **Academic Motivation:** Academic motivation is an individual's judgements of his or her capabilities to perform given action.

   a) **Intrinsic Academic Motivation:** It refers to motivation that comes from inside an individual rather than from any external or outside rewards.

   b) **Extrinsic Academic Motivation:** It refers to motivation that comes from outside an individual. The motivating factors are external or outside rewards.

2) **Adjustment**: Adjustment is the process of finding and adopting modes of behaviour suitable to the environment.

   a) **Home Adjustment:** It is the adaptation of the person to his/her home environment.

   b) **Health Adjustment:** Satisfactory health adjustment includes those which may affect the physical health of an individual such as sleep, fatigue, physique, sensory and physical defects etc.

   c) **Social Adjustment**: It is the adaptation of the person to the social environment.

   d) **Emotional Adjustment**: It refers to the problems of defeat in different social situations, anxieties, fear of examination, darkness and inferiority complex etc.

   e) **Educational Adjustment**: It is the adaptation of the person to the educational environment.

3) **Self-confidence:** Self-confidence is confidence in oneself and one's own abilities and powers. It is an attitude which allows individuals to have positive and realistic views of themselves.

4) **Students**: All the students studying in 9^{th} and 10^{th} class of secondary schools.

5) **Demographic Variables**:

a) **Gender:** It refers to sex of male and female secondary school students.

b) **Locality:** It consists of rural and urban area of Shimla District which are defined as follows:

i) **Urban area:** Areas which have been notified as Municipal Corporation or Municipal Committee or Notified Area Committee, Nagar Panchayats.

ii) **Rural area:** The area which is governed by Gram Panchayats and notified as rural area by the state government.

CHAPTER-II

REVIEW OF RELATED STUDIES

"A resume of related literature and the writings of recognized experts provide familiarity to the researchers with what is already known and with what is still unknown and untested"(**Research Abstract,1995**). In the field of education, the researcher needs to acquire up to date information about what has been thought and done in the particular area from which he tends to take up a problem for research.

Michaels (2002) investigated the separate and collective effects of gender and two aspects of motivation, attribution style and confidence on the problem solving performance of third grade students. Although there were no gender differences in confidence in mathematics, boys reported a pattern of correlation to confidence that may signify that they place an importance on confidence that girls do not.

Baghla (2004) conducted a study on the effect of social-emotional climate of school on self-confidence of students. From her studies, she concluded that male and female students do not differ in their self-confidence. Students of govt. schools, central schools and public schools differ significantly in their self-confidence. Type of sex and school interacted significantly on the self-confidence of students.

Areepattamannil (2006) studied the meditational role of academic motivation in association between school self-concept and school achievement among 355 Indian immigrate adolescents in Canada and 363 Indian adolescents in India. Analyses revealed the mediation role of both intrinsic and extrinsic motivation in the association between school self-concept and school achievement

Griffin (2007) designed a study to determine if specified factors are positively associated with the students standardized maths achievement scores and reported that self confidence composite proved the strongest indicator of achievement in mathematics.

Dhall and Thukral (2009) from a study concluded that there exists positive significant relationship between intelligence and self-confidence in respect of secondary school students and boys, whereas for girls no such relationship exists.

Orth et al. (2009) studied the development of self esteem from young adulthood to old age and reported that self-esteem was lowest among young adults but increased throughout adulthood, peaking at age 60, before it started to decline. On average, woman had lower self-esteem that did men throughout most of the adulthood.

Sinha (2009) studied emotional skills and adjustment towards first and second language learning and academic achievement , results show that many good students score good marks in science and mathematics, they perform poorly in language papers. Students from SC and ST are impacted worse by of these kinds of attitudinal and adjustment problems towards first and second language learning.

Alam and Farid (2011) studied the factors affecting teacher motivation and found that income status, importance in society, self-confidence and incentives and rewards on showing good results are the factors which affect motivation of teachers.

Gehlawat (2011) conducted a study on adjustment among high school students in relation to their gender. No significant difference were found in

the emotional, social, educational and the total adjustment of the students with respect to their gender.

Dubey (2012) studied emotional intelligence and academic motivation among adolescents and reported positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

Isiksal (2012) investigated Turkish and American undergraduate students academic motivation and academic self-concept scores regarding the years that they spent in university. Results showed that Turkish students had higher intrinsic scores whereas American students has higher extrinsic scores and more positive academic self-concept compared to Turkish partners.

Mahmoudi (2012) conducted a study to see the adjustment level of the post graduate students. High positive correlation was obtained between emotional maturity and overall adjustment.

CHAPTER-III

PLAN AND PROCEDURE

To achieve the objectives of the present study, descriptive method of research will be used. Investigator will conduct a survey of secondary schools located in Shimla District of Himachal Pradesh.

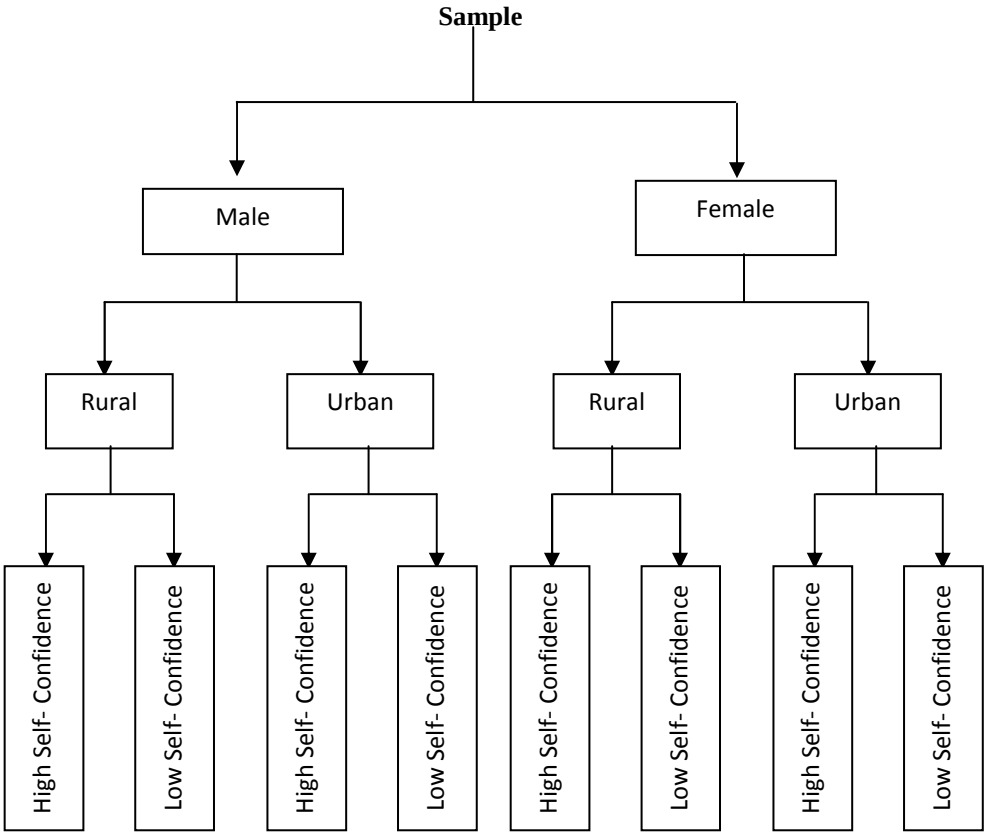
III.1 POPULATION: A population refers to any collection of specified group of human beings or of non-human entities. In the present study, all the students studying in secondary schools of Himachal Pradesh will be considered as population.

III.2 SAMPLE: A sample of at least 1200 students {600 students of each area and gender} will be selected randomly.

III.3 SAMPLING: The process of selecting a sample which is representative of the whole population is known as sampling. In the present study, the investigator will adopt the Multi-stage Random Sampling Method to select secondary schools and students from them.

III.4 LAYOUT OF THE RESEARCH DESIGN:

Research design for studying the intrinsic, extrinsic and overall academic motivation of students w. r. t. their - Self-Confidence, Locality and Gender.



2x2x2 Factorial Design

The same design will be followed for studying the home, health, social, emotional, educational and overall adjustment of the students w.r.t. their-Self-confidence, Locality, and Gender.

III.5 TOOLS TO BE USED: The investigator will collect the data for conducting the present study by using the following tools:

III.5.1 Academic Motivation Scale for the school students will be constructed and standardized by the investigator herself.

III.5.2 Adjustment Inventory for the school students will be constructed and standardized by the investigator herself.

III.5.3 Agnihotrie's Self-Confidence Inventory (ASCI) by Agnihotri, Rekha (1987) will be used by the investigator**.**

III.6 STATISTICAL TECHINIQUE TO BE USED: In the present study, the investigator will apply statistical technique of Analysis of Variance (2 x 2 x 2 factorial design involving two levels of Locality, two levels of Gender and two levels of Self-confidence) will be used to analyse the data to reach at conclusions. 't' test will also be applied where necessary to test the significance between the concerned means.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER-V

SUMMARY, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

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